**K-5 ELA Lesson Plan**

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| **Teacher:**  **Katie Griffith Rita Hood** | | **Grade: First** | | | **Date(s)**: Day 1 |
| **Unit Title:**  Wanted! A Few good Friends | | | **Corresponding Unit Task: 1**  **Lesson 1 of 3** | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **10 rules written on sentence strips**  **No David book**  **Chart Paper**  **Teacher made No David picture cards**  **Index cards with vocabulary words** | | | | **Author Capitalization illustrations key details**  **Retelling Punctuation Sequence Citizen** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * **Shared** * **Guided Practice** * Independent | **Reading**  **Standards:**  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **S.L.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **I Can Statement(s):** I can remember important details in a story.  **Instructional Plan:**  20 min. Teacher will play a category game with the students by holding up sentences that say rules such as “ I walk in the hall” or “I am kind to my brother.” Students will have to guess what all the sentences have in common. (All examples of rules). Once the students have the category right, the teacher will select student to come to the front of the room and hold up their sentence. The teacher will encourage the students to find any other type of grouping the sentences can fit into. (Rules at home, Rules at school.) The word Home and School will be placed on opposite sides of the room. Students will sort the sentences and move to the side that fits their sentence. Differentiation: Teacher will select 10 lower readers for the first movement sorting game. She will make sure that each student knows what rule they have. After they move, the students that are not participants decide if the group did it correctly with a thumbs up or down. After the sort, teacher will pick the other high readers and challenge them to sort silently. The other group of students that are not currently participating will decide if the group did it correctly with a thumb up or down.  5 min. Discuss importance of rules at school and at home. What rules do you have at home? Why do you think that you have different rules for home and school?  15-20 min. Teacher will ask the students why is it important for good readers, writers, and speakers to remember the key details when retelling a story. Teacher does a guided picture walk. How do illustrations help good readers locate and remember the important details in a story? Teacher examines parts of a book briefly (spine , author, illustrator, title.)Teacher will show the story No David on the interactive whiteboard if possible. The story is on gaggle.  5 min. Teacher will lead a discussion on why the mother reacted in the way that she did in the book? Would your family react in the same way?  5 min Teacher will play a charades game where a student will come to the front of the room and act out one thing that David did in the story. Students will take turns guessing the action.  15 min. Recall details from the story and create a list of David’s actions on chart paper on a flow map. Students will recall motions from the charades game and gesture to help sequence the events.  10 min. Give out picture cards that follow the sequence of the story and students work together to organize the cards on the board or a pocket chart.  5 min. Teach London bridge Song tune and first line “We are walking in the hall, in the hall, in the hall, we are good citizens.” Write out the lyric on chart paper and model “my sentence will start with a capital letter” aloud.  15-20 min The teacher will lead the students in a discussion of the characteristics of good citizens. Some suggested outcomes:   * Good citizens have good manners. * Good citizens use kind words. * Good citizens accept personal responsibility for their actions. * Good citizens work hard to make their homes, schools, and communities better places in which to live. | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * **Shared** * **Guided Practice** * **Independent** | **Writing**  **Standards: L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.   1. Print all upper and lowercase letters. 2. Use common and possessive nouns 3. Use personal, possessive, and indefinite pronouns (e.g.: *I, me, my; they, them, their; anyone, everything*.) 4. Use determiners (e.g.: *articles, demonstratives*). 5. Produce and complete simple and compound declaratives, interrogative, imperative, and exclamatory sentences in response to prompts.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences.   **RI.1.7** - Use illustrations and details in a text to describe its key ideas.  **SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **SL.1.6** - Produce complete sentences when appropriate to task and situation.  **I Can Statement(s):** I can explain what a good sentence needs and check my sentences to make sure they make sense.  **Instructional Plan:** Following the discussion, the teacher will engage the students in creating rules for their classroom using the ***Language Experience*** writing strategy.   * As possible rules are discussed, the teacher will record them on chart paper. * The teacher will guide the students through the process of consolidating their ideas into no more than 5-6 rules stated in a positive manner. Examples:   + We will use kind words when speaking to each other.   + We will listen to others with respect.   + We will walk in the hall quietly.   + We will value the thoughts and ideas of others.   + We will respect the property of others. * When a set of rules has been created and agreed upon, the teacher will record them on chart paper (a.k.a. *anchor chart*) and display them in the room in a place where they can be easily seen and frequently reviewed. * Throughout the year, the rules will be reviewed and discussed on a daily basis during Morning Meeting. They will be modified and revised as needed.   As a culminating activity, the teacher will guide students through the process of creating a song about classroom rules that can be used during transitions throughout the day. It will become an anchor chart for the year. The following is an example:  **Tune**: “London Bridge is Falling Down”  We are walking in the hall, in the hall, in the hall,  We are walking in the hall, we are good citizens!  We are working (eating) quietly. . . . .  We are sitting in our space . . . .  We are cleaning up our room. . . .  We listen to others with respect. . . .  We are helping one another . . . .  We apologize for our mistakes. . . .  We are picking up our trash . . . .  We are being kind to friends . . . . .  5-8 min. When the song has been completed, over the next few days, each student can take a turn pointing to each word in the text while classmates sing and act out each part. This will enable the teacher to informally asses each student’s grasp of several basic print concepts, such as:   * Reading left-to-right * Return sweep * First Word * Capitalization * Punctuation   Concept of word | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * **Shared** * **Guided Practice** * Independent | **Word Study**  **Standards:** L**.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade1 reading and content, choosing flexibly from an array of strategies.  **I Can Statement(s): I can define capitalization, punctuation, retelling, citizen, author, illustrator, key details, and sequence.**  **Instructional Plan: Integrated in the reading and writing section** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** | The students will choose their favorite literacy activity of the day and write about it with a picture in their journals. Students can share their entry afterwards. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can share their song with kindergarten classes and teach them the rules that are necessary for living and working together in a caring school environment. Students can discuss why it is important to be a good friend to others. | | Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (**Note**: ***These conversations should be held with children personally and privately. . . . not in front of the entire class***. | | | For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart.  It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Students can name the classroom rules and define the vocabulary either written or orally depending on their level.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*